

## Grade-Specific Standards for Writing Standard 1

### Learning Progressions

Directions:

1. Work in pairs or with table groups to highlight or underline the new skills and concepts “added” to each grade level from the previous year.

#### **W.CCR.1 CCR Writing Anchor Standard 1**

**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

- K** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they name what they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic of the book (e.g. *My favorite book is...*).
- 1** Write opinion texts in which they introduce the topic or name of the book they are writing about, state an opinion, supply reasons for the opinion, and provide some sense of closure.  
a. Write simple poems addressing a topic.
- 2** Write opinion texts in which they introduce the topic or name of the book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.  
a. Write free verse poetry to express ideas.
- 3** Write opinion pieces on topics or texts, supporting a point of view with reasons.  
(a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  
(b) Provide reasons that support the opinion.  
(c) Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinions and reasons.  
(d) Provide a concluding statement or section.
- 4** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
(a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.  
(b) Provide reasons that are supported by facts and details.  
(c) Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).  
(d) Provide a concluding statement or section related to the opinion presented.
- 5** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
(a) Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are logically grouped to support the writer’s purpose.  
(b) Provide logically ordered reasons that are supported by facts and details.  
(c) Link opinion and reasons using words and phrases (e.g., *consequently, specifically*).  
(d) Provide a concluding statement or section related to the opinion presented.
- 6** Write arguments to support claims with clear reasons and relevant evidence.  
(a) Introduce claim(s) and organize reasons with evidence clearly.  
(b) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  
(c) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  
(d) Establish and maintain a formal style.  
(e) Provide a concluding statement or section that follows the argument presented.

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- 7** Write arguments to support claims with clear reasons and relevant evidence.
- (a) Introduce claim(s), acknowledge alternate or opposing claims and organize reasons with evidence logically.
  - (b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - (c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence.
  - (d) Establish and maintain a formal style.
  - (e) Provide a concluding statement or section that follows from and supports the argument presented.
- 8** Write arguments to support claims with clear reasons and relevant evidence.
- (a) Introduce claim(s), acknowledge alternate or opposing claims and organize reasons with evidence logically.
  - (b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - (c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.
  - (d) Establish and maintain a formal style.
  - (e) Provide a concluding statement or section that follows from and supports the argument presented.
- 9-10** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- (a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claims(s), counterclaims, reasons, and evidence.
  - (b) Develop claim(s) and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences' knowledge level and concerns.
  - (c) Use words, phrases, and clauses to link the major sections of text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims.
  - (d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - (e) Provide a concluding statement or section that follows from and supports the argument presented.
- 11-12** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- (a) Introduce precise claim(s), establish the significance of the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claims(s), counterclaims, reasons, and evidence.
  - (b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences' knowledge level, concerns, values, and possible biases.
  - (c) Use words, phrases, and clauses as well as varied syntax to link the major sections of text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims.